DOCUMENT RESUME

ED 312 446 CE 053 534

TITLE	Single Parents and Homemakers Effectiveness Study.
INSTITUTION	Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE	89
NOTE	45p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; *Curriculum Design; Day Care; *Displaced Homemakers; Employment Potential; *Individual Needs; Job Skills; *One Parent Family; *Program Attitudes; Program Content; Program Design; *Program Effectiveness; Vocational Education
IDENTIFIERS	Indiana

ABSTRACT

A study was conducted to examine the effectiveness of 2 years of single parent and homemaker projects in Indiana. Methodology involved on-site visitation to each of the 14 projects and interviews with 48 project staff and 75 participants. Major findings of the study were as follows: (1) services and activities provided by all the projects have been referral to vocational education, personal counseling, workshops, and subsidies for tuition and fees as well as materials and supplies; (2) 99 percent of the participants rated the projects' services as helpful; (3) the unmet need most frequently reported was child care; (4) the most positive effect of the projects was personal change; (5) the circumstances that contributed the most to project impact were flexible guidelines to meet individual needs and networking with local agencies and the community; (6) the circumstances that most limited impact were limited funding and lack of child care; (7) the major strength of the projects was a caring, capable, committed staff; and (8) the most frequently cited project weakness was limited staff/staff time in a labor intensive activity. Among recommendations made were the following: (1) that the holistic approaches currently being used be continued; (2) that a statewide participant follow-up system be developed; (3) that staff development efforts be emphasized; and (4) that the projects capitalize upon the emerging commonalities between the Single Parent/Homemaker and Gender Equity Initiatives in Indiana. (Nine appendixes containing interview/questionnaire data are included.) (NLL)

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Single Parents and Homemakers

EFFECTIVENESS STUDY

INDIANA COMMISSION ON
VOCATIONAL AND TECHNICAL EDUCATION

CE053534

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SINGLE PARENTS AND HOMEMAKERS EFFECTIVENESS STUDY

State of Indiana

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Governor

Indiana Commission on Vocational and Technical Education

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ACKNOWLEDGMENTS

The completion of the Single Parents and Homemakers Effectiveness Study would not have been possible without the assistance of many people involved with single parent and homemaker efforts. Appreciation is extended to the persons listed below who provided valuable assistance during the project by enabling the Effectiveness Study personnel to fulfill the grant intent.

The 48 Single Parent and Homemaker Projects personnel and 75 participants who provided responses during interviews are special people who deserve thanks for the dedication shown to improve the future of other single parents and homemakers who may be in need of services.

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Single Parents and Homemakers Effectiveness Study was accepted by the Indiana Commission on Vocational and Technical Education on September 8, 1988. The Commission authorized dissemination of the Study Report to the appropriate audiences for consideration of the Recommendations in future Single Parents and Homemakers planning and implementation activities.

The Indiana Commission on Vocational and Technical Education complies with all federal regulations prohibiting discrimination on the basis of race, religion, national origin, sex, age, handicap, or veteran status in matters pertaining to admissions, employment, and access to programs.

PREFACE

STATE of INDIANA

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325 West Washington Street
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INDIANAPOLIS 46204
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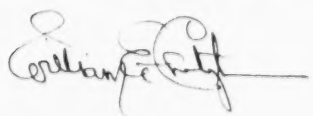
On September 8, 1988, a Study Report: A Single Parents and Homemakers Effectiveness Study was presented and accepted by the Indiana Commission on Vocational and Technical Education and authorization was given for the dissemination of the Study Report to the appropriate audiences for consideration of the Recommendations in future Single Parent and Homemaker planning and implementation activities.

This document is being widely disseminated in accordance with the requirements under P.L. 238, Acts of 1986, concerning evaluation to ensure that comprehensive vocational and technical education programs and services are identified and made available to meet the special needs of single parents and homemakers.

Since the Study Report was completed in June, 1988, a number of the Recommendations have been continued or implemented. They include:

- continuation of the implementation of the statewide delivery system to single parents and homemakers
- consideration of holistic approaches to services being provided in the development of future grant requirements
- subsidized child care funding was approved by the Indiana Commission on Vocational and Technical Education
- initiation of a one-year pilot of a statewide participant management and information system which includes a section on participant follow-up
- requirement of qualified, capable and committed staff as project personnel, with continuing emphasis on staff development/inservice
- continuation of subsidized tuition payment
- coordination of local resources, services, and assistance under the regional single parent/homemaker plans
- continuation of strong state level leadership for a comprehensive effective single parent/homemaker program to benefit those underserved or unserved needs
- continued cooperative efforts among Gender Equity Projects, Single Parent/Homemaker Projects and other locally/state/federal funded activities

On behalf of the Indiana Commission on Vocational and Technical Education, I submit this Study Report to the Governor, members of the Indiana General Assembly and others interested in the well-being of all Hoosiers, including single parents and homemakers.



Respectively Submitted,
William E. Christopher
Commissioner

VOCATIONAL TECHNICAL EDUCATION DELIVERY SYSTEM

EXECUTIVE SUMMARY

Study Purpose

The Single Parents and Homemakers Effectiveness Study was conducted by Educational Operations Concepts, Inc. (EOC) during the period March 15–June 30, 1988. The Project Goal was to study the effectiveness of two years of single parents and homemakers programs. Project Objectives included:

1. To assess the extent to which the activities of the Single Parent and Homemaker Projects have been implemented.
2. To determine the reactions of Project participants to the activities of the Projects.
3. To identify any unmet needs that exist among Project participants.
4. To assess the impact of Project activities on the participants.
5. To determine the circumstances or situations that have contributed toward or inhibited the impacts of the Single Parent and Homemaker Projects.
6. To develop recommendations for methods to improve the number of single parents and homemakers served in vocational education.
7. To develop recommendations for improved methods to provide single parents and homemakers with marketable skills.

Study Process

Eighteen action steps were designed and utilized in accordance with the Project Goal and Project Objectives. Most notable action steps were the on-site visitations to all of the 14 Single Parent and Homemaker Projects involving interviews with 48 Project Staff and 75 Project Participants. The results of the interviews were subsequently analyzed for frequency of response and for content.

Study Results

The study results are reported in the Study Report according to the seven study objectives. In addition, summary findings are presented in the Interpretation of Findings section. Following are some of the major findings:

- Services and activities provided by all of the Projects have been referral to vocational education, personal counseling, workshops, and subsidies for tuition and fees as well as materials and supplies.
- Ninety-nine percent of the participants interviewed indicated that the Projects' services had helped them.
- The unmet need most frequently reported by staff and participants was child care.
- The effect of the Projects reported most frequently by the participants was personal change. The second most frequently reported effect was change in educational goals.
- The circumstances that contributed toward Project impact on participants reported most frequently were flexible guidelines to meet individual needs and credibility and networking with local agencies and the community.
- The circumstances that limited impact reported most frequently were limited funding and lack of child care.
- The most frequently reported strength of the Projects was a caring/capable/committed staff.
- The most frequently cited Project weakness reported was limited staff/staff time in a labor intensive activity.

Following are excerpted conclusion and recommendation statements. See the text for complete conclusions and recommendations.

Conclusions

1. The 14 regional Single Parent/Homemaker Projects have made a good start in implementing a statewide delivery system.
2. The Regional thrust of the Program is commendable.
3. Participant reactions have been very positive and appreciative.
4. Lack of support for child care has been a major problem for the Project.
5. The Projects have had an impact on the participants in terms of personal changes, changes in educational goals, changes in employment, and changes in educational level.
6. Positive characteristics of the delivery system include flexibility, service based on client need, networking, help clients identify best set of options, and major funding dedicated to client services.
7. A statewide system for consistent accountability reporting has not as yet been fully developed.
8. Capable and committed staff members have been a strength of the Projects.
9. Staff development has been an ongoing need for the Projects.
10. The Projects have been very diverse due to local circumstances.
11. The Single Parent/Homemaker populations continue to pursue very traditional careers.
12. Tuition payments to insure a quick start toward an educational goal may be appropriate for this population.
13. Project staffs need to explore sources of all available assistance/services in their regions.
14. The Single Parent/Homemaker populations require client-centered activities to assist them toward change.

15. Project activities appear to reflect the *Carl D. Perkins Vocational Education Act of 1984*, Public Law 238 of the Indiana General Assembly, and the Single Parent/Homemaker 3-Year State Plan of ICVTE.
16. Project staffs need to share problems and solutions within and beyond their regions.
17. Statewide leadership is important to maximize the impact of the Projects.
18. Commonalities between Single Parent/Homemaker and Gender Equity Initiatives appear to be emerging.

Recommendations:

1. Continue the implementation of Indiana's statewide delivery system to the Single Parent/Homemaker population.
2. Continue holistic approaches currently being used.
3. Address the unmet need existing because of lack of support for child care.
4. Develop a statewide participant/program information system for accountability.
5. Develop a statewide participant follow-up system.
6. Ensure that capable and committed staff members remain with the regional projects.
7. Emphasize staff development efforts.
8. Utilize tuition payments as a "stop gap" measure until other funding sources can be obtained regardless of status in program completion.
9. Continue to explore and enlist sources of all available assistance and services in each region.
10. Continue to develop the elements of a comprehensive effective single parent/homemaker program, well-stated in the 3-Year State Plan.
11. Provide strong state leadership as a key to the impact of the Projects.
12. Capitalize upon the emerging commonalities between the Single Parent/Homemaker and Gender Equity Initiatives in Indiana.

I. INTRODUCTION

This Study Report has been prepared by Educational Operations Concepts, Inc. (EOC) to provide complete documentation relating to the Single Parents and Homemakers Effectiveness Study, conducted during the period March 15–June 30, 1988. This first Introductory Section includes sub-sections which discuss: Background of the Study (I.A); Study Purpose(s)/Objectives (I.B); and Study Audiences (I.C).

I.A Background of the Study

The (Federally-enacted) *Carl D. Perkins Vocational Education Act of 1984* and Public Law 238, Acts of 1986 of the Indiana General Assembly have been two legislative efforts which were written to assure that services were identified and made available to meet the special needs of single parents/homemakers in Indiana. Definitions for Single Parents and Homemakers are as follows:

Single Parent: an individual who:

a. is unmarried or legally separated from a spouse.

b. has a minor child or children for which the parent has either custody or joint custody.

Homemaker: an individual who:

a. is an adult.

b. has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

The (then) State Board of Vocational and Technical Education (SBVTE) developed the three-year (1988–90) State Plan for Single Parents/Homemakers in accordance with P.L. 238. The Plan's Goal, Objectives/Activities, Allocation of Resources, and Expected Outcomes for Single Parents/Homemakers are as follows:

Goal: To ensure that comprehensive vocational and technical education programs and services are identified and made available to meet the special needs of single parents/homemakers.

Objectives/Activities: The State Board of Vocational and Technical Education will improve the number of single parents/homemakers served in vocational education.

The State Board of Vocational and Technical Education will develop linkages with apprenticeship opportunities, and provide grants to start and operate occupational child care programs organized and accessible to single parents/homemakers enrolled in vocational/technical training.

The State Board of Vocational and Technical Education will review results of studies conducted to determine the number of single parents/homemakers currently being served, drop-out rate and reason, and support services needed in large vocational service areas.

The State Board of Vocational and Technical Education will develop a public information program spotlighting single parents/homemakers opportunities in vocational education.

The State Board of Vocational and Technical Education will provide technical assistance, resource development, product purchasing, cataloging, free loaning, marketing information Newsletter (minimum 6 issues) regarding single parents/homemakers programs.

The State Board of Vocational and Technical Education will improve its capacity to maintain necessary statistical information regarding single parents/homemakers programs, services and activities for accountability to the Indiana General Assembly.

The State Board of Vocational and Technical Education will provide grants to develop local strategies to promote programs for single parents/homemakers.

The State Board of Vocational and Technical Education will annually evaluate the objectives and activities as identified in this three-year plan and report its findings to the Governor and General Assembly.

The State Board of Vocational and Technical Education will work with the State Student Assistance Commission of Indiana to identify barriers for single parents/homemakers within the State's Higher Education Award Program and Freedom of Choice Program and make recommendations for necessary changes to SSACI and the General Assembly.

Allocation of Resources: For fiscal year 1988, $1,593,132 was allocated for single parent/homemaker objectives and activities from federal funds appropriated to the Indiana Commission on Vocational and Technical Education from the *Carl D. Perkins Vocational Education Act of 1984.*

Expected Outcomes for Single Parents/Homemakers:

- Expanded Opportunities
- Outreach/Recruitment
- Intake/Orientation
- Personal Counseling
- Assessment and Testing
- Career/Vocational Counseling
- Life Skills Development
- Skills Training
- Pre-Employment Preparation
- Supportive Services
- Referrals
- Job Development/Placement
- Program Management
- Public Information
- Reduction of Welfare
- Employment

Public Law 238 and the Single Parent/Homemaker 3-Year State Plan mandated that the State Board/State Commission on Vocational Technical Education was to evaluate annually the objectives and activities as identified in the three-year plan and report findings to the Governor and General Assembly. In order to identify strengths as well as areas of improvement, and to plan future programs and activities, Fiscal Year 1988 was deemed an appropriate period for conducting an independent effectiveness study of the Single Parent/Homemaker Projects in Indiana. In order to determine if these activities really do make a difference, indicators of impact/change were to be identified as they occur within/among specific audiences.

I.B Study Purpose(s)/Objectives

The activity goal was to study the effectiveness of two years of single parents and homemakers programs relating to the Fiscal Year 88 Plan. The project intent was to study and develop a report to be used in planning for the improvement of the number of single parents and homemakers served in vocational education and improved methods to provide participants with marketable skills.

The following study objectives were proposed to address the project goal:

1) To assess the extent to which the activities of the Single Parent and Homemaker Projects have been implemented;
2) To determine the reactions of Project participants to the activities of the Projects;
3) To identify any unmet needs that exist among Project participants;
4) To assess the impact of Project activities on the participants;
5) To determine the circumstances or situations that have contributed toward or inhibited the impacts of the Single Parent and Homemaker Projects;
6) To develop recommendations for methods to improve the number of single parents and homemakers served in vocational education; and
7) To develop recommendations for improved methods to provide single parents and homemakers with marketable skills.

It was in the context of the background information and study purposes/objectives that eighteen (18) major procedures/action steps were proposed and designed for the activities associated with the Single Parents and Homemakers Effectiveness Study.

I.C Study Audiences

The primary audiences for the Effectiveness Study are the Indiana Commission on Vocational Technical Education (ICVTE), the Governor and The General Assembly. Additional audiences are: The Single Parent/Homemaker Projects in each of the 14 Regions, The State Board of Education (SBE), The Commission for Higher Education (CHE) and the Department of Employment and Training Services (DETS).

II. STUDY FOCUS

This section of the Study Report includes two sub-sections: Program Description (II.A); and Study Questions (II.B).

II.A Program Description

This sub-section provides a Program Description and points of reference regarding: *The Carl D. Perkins Vocational Education Act of 1984*; Public Law 238 of the Indiana General Assembly; the Indiana Commission on Vocational and Technical Education; and the Single Parent and Homemaker Projects in Indiana.

The Carl D. Perkins Vocational Education Act of 1984, (P.L. 98-524) calls on the States to address such issues as the gender gap, needs of single parents/homemakers, and inequities in the world of work. This legislation requires each state to spend 12 percent of its federal dollars on programs, services and activities for single parents and homemakers and for programs to promote sex equity (3.5 percent in Sex Equity and 8.5 percent in Single Parent-Homemaker Activities). The current law builds on vocational educators' efforts over the previous eight years since the enactment of the 1976 Vocational Education Amendments.

In accordance with Public Law 238, Acts of 1986 of the Indiana General Assembly, the State Board of Vocational and Technical Education (now the Indiana Commission on Vocational and Technical Education) was named as the agency to develop a 3-year plan. The Single Parent/Homemaker 3-year plan's goal was to ensure that comprehensive vocational and technical education programs and services are identified and made available to meet the special needs of single parents/homemakers. This plan is designed to assist in eliminating artificial and other employment barriers raised against single parents and homemakers in Indiana and was written as an extension of the Indiana State Plan begun in 1986.

The 1987 Indiana General Assembly enacted legislation (Public Law 217) creating the Indiana Commission on Vocational and Technical Education to plan and oversee the comprehensive vocational education system in Indiana. The new Commission replaces the State Board of Vocational and Technical Education. This legislation requires the Commission to develop and implement a comprehensive long-range state plan for vocational education; to review and evaluate vocational education in relation to the goals of the long-range plan; and to review and make recommendations concerning the plans of the State Board of Education, the Commission for Higher Education, and the Department of Employment and Training Services. The Commission also was to make recommendations concerning the legislative budget requests of the Department of Education, state postsecondary educational institutions and the Department of Employment and Training Services, and was to evaluate vocational education programs in Indiana.

Under the legislation, the Commission was to be responsible for receiving and maintaining accountability for certain federal funds, and to make recommendations to the General Assembly regarding allocation of these monies. Public Law 217, Acts of 1987, became effective July 1, 1987.

The intent of this legislation was to strengthen the vocational and technical education delivery system to serve individuals, businesses, industry, labor, agriculture, communities and enhance the economy of the State of Indiana. Eight State Thrusts were identified by the Indiana Commission on Vocational and Technical Education for the years 1986-1991. Many of the eight State Thrusts related directly to the Indiana Commission on Vocational and Technical Education's Single Parent/Homemaker 3-year State Plan.

Through grants to publicly supported secondary schools or postsecondary institutions (eligible recipients) in each of Indiana's 14 economic planning and development regions, single parents and homemakers are served through the Single Parent and Homemaker Projects. The projects have made the following Thrusts:

1. provide, subsidize, reimburse or pay for vocational education and training activities.
2. expand vocational education services which may include grants to community-based organizations for the provision of vocational education services to single parents/homemakers.
3. make vocational education and training programs and support services more accessible to single parents/homemakers through organizing and scheduling, and providing transportation services.
4. inform single parents and homemakers of vocational education programs and related support services.

The mechanisms for providing these services vary from region to region depending on the needs of those served, the services and resources available locally/regionally, and other factors.

Four types of projects have been funded. Most projects have multiple sites and/or

satellites, covering every Indiana County within their regions, as follows:

- Regional Single Parent and Homemaker Projects have been located within: Region 1: Highland; Region 2: South Bend; Region 3: Fort Wayne; Region 4: Lafayette; Region 5: Kokomo; Region 6: New Castle/Gas City; Region 7: Terre Haute; Region 8: Indianapolis (North and South); Region 9: Connersville; Region 10: Bloomington; Region 11: Columbus; Region 12: Madison; Region 13: Evansville/Vincennes; and Region 14: New Albany.
- Vocational Guidance and Counseling Services and Program Promotion for Single Parent and Homemaker Projects have been located within: Regions 3, 5, 6, 7, 8, 9, 11, 13 and 14, and have related to their respective regional projects.
- Apprenticeship Linkage Program for Single Parent and Homemaker Projects (in the second year of Piloting) have been located within: Regions 5, 6, 8, 9, 10, 11, 13 and 14, and have related to their respective regional projects.
- Occupational Child Care Programs Accessible to Single Parents and Homemakers have been located within: Regions 6, 8, 11 and 13, and have related to their respective regional projects.

Indiana's 14 economic planning and development regions comprise the State's Vocational and Technical Educational Delivery System. In addition to the Single Parent and Homemaker Projects, Vocational Education Services (VES) at Indiana University, Bloomington, was contracted to provide materials and a statewide cadre for inservice resources, including professional development, for the funded projects. The projects have been periodically evaluated and modified to insure that relevant training and vocational education activities are provided and that artificial barriers for employment are eliminated.

II.B Study Questions

The major study questions were developed according to the seven Study Objectives, discussed in Sub-Section I.B. The major study question topics were:

- Extent of Regional Project Implementations (Objective 1).
- Reactions of Project Participants (Objective 2).
- Identification of participant unmet needs (Objective 3).
- Impact of project activities on participants (Objective 4).
- Circumstances/situations contributing toward/inhibiting impacts (Objective 5).
- Recommendations for serving improved numbers of single parents/homemakers (Objective 6).
- Recommendations for improved methods to provide single parents/homemakers with marketable skills (Objective 7).

III. STUDY DESIGN AND METHODS

The primary purpose for funded vocational education activities, including those of the Single Parent/Homemaker Projects, is to expand and improve vocational education programs and services. However, a "good" improvement process must be based not only on solid research, development, and dissemination components, but must also assess the extent to which the whole process benefits some predetermined public(s). In order to determine if funded activities really do make a difference, it is necessary to identify or obtain indicators of the changes that occur within and among specific audiences. Because funded activities are expensive, it is critical to assess their impact for accountability purposes and for making better judgments regarding the identification of priorities and future funding of activities. Historically, state leadership has placed great emphasis on impact assessment as it relates to research and development activities. Most recently, impact has been defined as: *the consequence(s) or effect(s) of funded vocational education projects and programs.* Indicators of impacts include changes in targeted populations such as improved self-perceptions, increased self-esteem, expanded educational goals, and increased marketable skills.

The design of the Study, the data gathering strategies, and the data analysis are discussed in the following three sub-sections.

III.A Study Design

Examination of the evaluation objectives and associated questions suggested that four types of information were needed from the project staffs of the 14 regional Single Parent/Homemaker Projects: extent of implementation of Project activities; circumstances/situations contributing toward/implementing impacts; recommendations for methods to improve the number of single parents/homemakers served; and recommendations for improved methods to provide single parents/homemakers with marketable skills. Further, three types of data were needed from project participants: reactions of the participants to project activities; identification of unmet needs; and assessment of impact of Project activities on the participants. It was determined that all of these information needs would be met by conducting the following data-gathering activities:

- Review of all state-level and regional Project documentation available (including Federal and State legislation, State Plans, Requests for Proposals, and Project Site Yearly reports and project forms (e.g., intake forms) for Fiscal Years (1985–86 and 1986–87);
- On-site visitations to all 14 Regional Project sites, for interviews with Project Staff, Fiscal Agents, and Regional Planning Personnel; and in-person or telephone interviews with project participants at each of the 14 Regional Single Parent/Homemaker Projects. (Please see Exhibits VI.B and VI.E, following.)

Based upon the proposed study questions and the identified information needs, structured interview formats were developed as follows:

- Preliminary Statewide Interview Format (Exhibit VI.A);
- Regions I–14 Site Visitation: Interview Format (Exhibit VI.C); and
- Regional Site participant: Interview Format (Exhibit VI.D).

Copies of these interview formats are filed supplemental to this report, as exhibits in Section VI.

III.B Data Gathering Strategies

A total of 123 interviews were conducted with Regional Project Staff and Project participants, as follows:

Single Parent/Homemaker Project Staff: 48
Single Parent/Homemaker Project Participants: 75

Project participant interviews were conducted by the Study Team in person or by telephone. In a few instances, interview information was obtained via mailings to participants, utilizing the Participant Interview Format as a written survey, and providing an addressed postage-paid return envelope.

III.C Data Analysis

Although multiple staff interviews were conducted at each of the 14 regional project sites, the regional Single Parent/Homemaker Project itself (not individual staff members) provided the unit of data analysis. In the case of the participant interviews, however, the participant her/himself provided the unit of data analysis for reporting the responses of all participants across all 14 of the regional projects. Two types of analyses were conducted. First, those interview items that sought yes/no or quantifiable responses were analyzed according to the frequency of each response. Those items which required open-ended responses were analyzed for content. This analysis resulted in lists of key points and ideas which in turn were classified when possible. A summary of the results of these data analyses is presented in the following section.

IV. STUDY FINDINGS: SUMMARY AND INTERPRETATION

The summary of the study findings, reported according to the major evaluation questions, and interpretations of those findings are provided in the following seven subsections. An eighth sub-section provides interpretation of major findings. Each of the following seven sub-sections represents a major study question. The specific interview questions that were posed are included within the discussion. Full reporting of all interviews (project staff and participants) is included in Exhibits IV.A, IV.C and IV.D following.

IV.A Extent of Regional Project Implementations

Regional Project staffs were asked: "What are the major services and activities provided to Single Parents/Homemakers through the Indiana Commission on Vocational and Technical Education funding in the Region?" Responses reported by regional projects were as follows: Referral to Vocational Education Training (14); Scheduling (10); Transportation (12); Tuition and Fees (14); Materials/Supplies (14); Assessment (11); Counseling (14); Placement (Training) (10); Workshops (14); Seminars (7); Support Group(s) (11); Placement (Job) (11); and Other (8); referrals (4); newsletter (2); career guidance, preapprenticeship classes; lending library; finding financial assistance; and support in legal system.

To the question, "How were these services and activities selected?" respondents at 11 of the 14 project sites indicated ongoing assessment of client/single parent/homemaker needs. Other responses included: Carl Perkins /RFP-prescribed (5); professional experience (3); visits to other operational sites (2); literature search (2); and formal needs assessment (2).

Regional Project Staffs were asked: "To what extent have the services and/or activities of the Project been implemented as proposed?" Responses were as follows: some evolutionary changes in response to needs (6); totally implemented as planned (5); largely implemented as planned (5); and one project indicated that the focus had been changed from the original proposal.

When asked, "Are you aware of any problems or issues pertaining to the delivery of programs/services for Single Parents and Homemakers in Indiana?" most frequently reported responses were: lack of child care (7); instability of the program due to changes in funding agent (7); 50 percent completion rate limits help to needy clients (6); need more dollars for tuition (3); and the future of the apprenticeship linkage program (2).

To the question, "How is 'participant' defined for purposes of Project reporting?" responses were as follows:

- With completed intake form/file established (15).
- Contacts are reported separately (4).
- Workshop participants are included (2).
- Figures are cumulative if participants are still active (2).

In answer to the item, "Is there any information you particularly need to make better decisions regarding the delivery of programs/ services to Single Parents and Homemakers?" the most frequent response was: a uniform data gathering system (4).

The numbers of participants served by State Board of Vocational and Technical Education/ Indiana Commission on Vocational and Technical Education funded activities and services during each of the three years of project funding were:

- In 1985-86: 2,066 (range: 0-339).
- In 1986-87: 4,428 (range: 79-655).
- In 1987-88: 3,174 (range: 45-462), with partial-year reporting (approximately half of the year) available for the 1987-88 year.

The most frequently reported ways in which participants are recruited were: agency referrals (16); word-of-mouth (13); posters/ brochures (10); newspaper articles (8); and workshops (5). The most prevalent participant selection method reported by regional project staffs was: definitions/guidelines of Single Parent/Homemaker legislation (15).

When asked, "What do you do by way of follow-up studies of participants?" project staff respondents' most frequent responses were: informal follow-up (7); telephone calls (3); letters (2); and ongoing personal contact (2).

To the question, "Should teenage single parents be served?" The vast majority of respondents indicated yes (16); one response was "not by the Project but by the schools." When asked, "If so, how?" most frequent responses were: same services as adult single parents/ homemakers (5); help them get GED (4); and should be served in the schools (3).

When project participants at the 14 Regional Sites were asked, "What services did you receive from the Single Parent/Homemaker Project(s)?" the responses were: Counseling (71%); Materials/Supplies (67%); Tuition and Fees (64%); Workshops (53%); Referral to Vocational Education Training (41%); Transportation (35%); Assessment (31%); Support

Group(s) (31%); Other (17%); Scheduling (12%); Placement (Job) (13%); Seminars (12%); and Placement (Training) (9%).

IV.B Reactions of Project Participants

Four interview questions were posed by the Study Team to investigate the reactions of Project participants to the activities of the Projects. Two questions were asked of Project Staffs and two questions were asked of Project participants. When Project Staffs were asked "What have been the reactions of the participants to the services/activities?" most frequent responses were: positive (11) and excellent/very positive (4). To the question, "Which services and/or activities seem to be the most important to the participants?" most prevalent responses were: counseling/listening /support (12); financial assistance (11); job seeking/keeping skills (3); placement (2); further education (2); workshops (2); and career exploration (2).

When project participants at the 14 Regional Sites were asked, "Did these services help you?" 99 percent of those interviewed responded yes; and when asked: "How?" their most frequent responses were: made it financially possible to attend school (21); helped me develop confidence/self-esteem (10); and provided moral support and encouragement (9). When participants were asked, "Which service was most important to them and why?" the most frequent responses were:

- Financial assistance (transportation/ tuition and fees/materials and supplies) made it possible to attend school (26).
- Supportive counseling (helped me solve my problems/provided insights/developed initiative/kept me going, etc.) (20).
- Workshops and support groups (provided information/gave support, etc.) (9).

It is also interesting to note that a number of respondents reported that both financial assistance and counseling are important, or that financial assistance is important but supportive counseling is even more important.

IV.C Identification of Participant Unmet Needs

Two interview questions were posed to identify unmet needs of participants. One question was asked of Project Staffs, and another question was asked of Project Participants. The most frequently-reported unmet participant needs cited by Regional Project Staffs were: child care (16); basic short-term life needs (food, clothing, emergency housing) (5); more dollars for tuition (3); medical benefits/ health care (3); and employment information (2). To the question, "Are there any other services that would be helpful to you that are not available?" 41 percent of those interviewed responded yes, citing the following services most frequently: child care (17); transportation (3); job placement (3); help with medical bills (2); and practice with resumé writing (2).

IV.D Impact of Project activities on Participants

Six interview items were used (two with Regional Project Staff and four with Project Participants) to assess the impact of Project activities on the participants. When Project Staffs were asked, "What they considered to be indicators of success of these programs and services," most frequent indicators cited included: job placement/job retention/job promotion (12); personal growth (e.g., self-confidence/self-esteem) in individuals (11); and educational goal completion/graduations (8). Most frequently cited impact (effect) of Project services/activities upon participants reported by Project Staffs were: increased self-confidence/self-esteem (11); jobs/better jobs (9); educational advancement (7); productive /self-sufficient citizens (5); and increased hope /higher expectations (4).

When participants were asked, "Have your educational goals changed since you received services from the Project(s)?" 52 percent responded yes, citing most frequent changes in educational goals as follows: expanded on what I planned (8); changed program/major (7); decided to get more training/education (7); and established plans with testing/staff (7). When participants were asked, "Has your educational level (e.g., degrees or certificates) changed since you received services from the Project(s)?" 17 percent responded yes, citing most frequent changes as follows: associate degree (7); and certificate (5).

Participants were also asked if their employment situation changed since receiving services from the Project(s). Thirty-six percent responded yes, most frequently reporting the following changes: started a new job (12); changed jobs (3); working part-time (3); self-employed (2); work study (2); and have had job offers (2).

Finally, participants were asked, "Have you changed since you received services from the Project(s) (e.g., your attitudes, knowledge, understanding, feelings)?" Ninety-five percent responded yes, and reported a total of 120 changes in self. Most frequent responses included: increased confidence and self-esteem (30); more positive attitudes (11); encouraged

by the help that was available (11); sense of direction in life/goals (10); increased knowledge and understanding (9); feeling better about everything/happier (8); and made new friends/more social/less isolated (7).

IV.E Circumstances/Situations Contributing Toward/Inhibiting Impacts

Regional Project Staffs were asked what circumstances/situations have contributed toward Project impact on participants, and reported the following responses most frequently:

- Flexible guidelines to meet individual needs (12)
- Credibility/networking with local agencies /community (11)
- Location (Community-Based Organization /off-campus/IVTC/vocational school) (6)
- Helpful Advisory Committee (3)
- Cooperation with regional planning/regional support (3)
- Financial assistance (3)

When asked what circumstances/situations have limited Project impact on participants, Project Staff most frequently reported responses were:

- Limited funding (8)
- Lack of child care (7)
- 50% completion requirement (5)
- Population attitudes/reactions (5)
- Location (non-central/not in IVTC/middle class area) (4)

When Project Staffs were asked what they saw as strengths of the Project, most frequently cited strengths were: understanding/caring/capable/committed staff (8); person-to-person approaches/caring atmosphere (5); holistic approach to client needs (4); immediate availability of services (3); good training/training flexibility (3); staff sharing/staff support (2); variation in staff abilities (2); expectations placed in clients (2); outreach efforts (2); staff stability/experience (2); participant to participant support (2); educational orientation (2); building confidence/self-esteem in clients (2); and good management/coordination (2). Most frequently cited Project weakness reported by Project Staffs were: limited staff/staff-time in a labor-intensive activity (7); state-level restructuring/uncertainty of funding (6); lack of statewide leadership/direction (2); and loss of project staff (2).

IV.F Recommendations for Serving Improved Numbers of Single Parents/Homemakers

Regional Project Staffs were asked if they had recommendations for methods to improve the number of single parents/homemakers served. Most frequent responses included: provide child care support (7); increase the staff size (6); eliminate the 50 percent completion requirement (5); do more promotion (e.g., video testimonials)/publicity (5); do more outreach/use satellites (5); provide adequate funding to support the thrust (2); provide more transportation dollars (2); and work with local agencies and projects to identify motivated individuals who want to become economically self-sufficient (2).

IV.G Recommendations for Improved Methods to Provide Single Parents/Homemakers with Marketable Skills

Regional Project Staffs were also asked if they had recommendations for improved methods to provide single parents/homemakers with marketable skills. Predominant responses included: develop the whole person—emotional/psychological needs as well as job skills so that she/he will succeed (4); develop flexible entry periods or short courses so that individuals do not have long waiting periods (3); provide staff development in career counseling to augment this activity (3); encourage participants in nontraditional occupations (2); provide training in transferrable skills to avoid dead-end jobs (2); and (We) believe we are doing what needs to be done—just need to do more of it (2).

At the close of every interview, Project Staff and participants were asked for any additional comments regarding the delivery of programs and services to single parents/homemakers. The Regional Project Staff interviewees provided a total of 20 additional comments, two of which were reported by more than one interviewee: The Cadre has been a plus; sharing time is useful (6); and we have developed an extensive local resource document that has been very useful (3).

The participant interviewees offered a total of 33 separate additional comments. One of the comments is representative of many of the others, all of which are positive regarding project experience(s):

> *"Were it not for the project I would have been unable financially to complete my first year of nursing. My husband had a sudden unexpected illness. I had previously applied for a Pell grant and been refused. The Pell grant takes into account only the previous year's income. Thus, as a result of my husband's illness, our income was drastically reduced. The project came through for*

me in this emergency situation. I cannot say enough how much I have appreciated all they have done for me."

All additional comments provided by Project Staff and Project Participant interviewees are found in Exhibits VI.C and VI.D, respectively, following.

IV.H Interpretation of Major Findings

This sub-section provides a summary of the major findings discussed according to the seven major study question topics. Where possible, responses are reported as a percent of the 14 Regional Single Parent/Homemaker Projects and as a percent of the total Project Participants interviewed across the 14 regional sites. The following are the major findings as they relate to the seven major study question topics.

Extent of Regional Project Implementations

Major activities and services provided by all of the Regional Projects have been: referral to vocational education; counseling; workshops; and tuition, fees and materials/supplies subsidies. Seventy-nine percent of the Project Sites selected services and activities to be provided according to ongoing assessment of client/single parent/homemaker needs. Most of the Project Sites (71%) have implemented the Project services/activities as proposed. Major problems/issues identified by Project staffs included: lack of child care (50%); instability of the program due to changes in funding agent (50%); and the limits associated with the 50 percent completion rate policy (43%).

All of the Project sites define "participant" for purposes of project reporting as a client with completed intake form for whom a file has been established. The 14 regional projects experienced a 214 percent growth in numbers of clients served from 1985–86 to 1986–87, and the projected growth from 1986–87 to 1987–88 is 143 percent. Most frequent ways in which participants are recruited were: agency referrals and word-of-mouth. All Projects selected participants according to the definitions/guidelines of the Single Parent/Homemaker legislation. To date, follow-up studies of participants have been largely informal. Project participants' responses to the question, "What services did you receive from the Single Parent/Homemaker Project(s)" were similar to those reported by the Regional Project Staffs.

Reactions of Project Participants

All project staffs reported that reactions of participants to the services/activities had been positive, very positive, or excellent. Most important Staff were: counseling/listening/support (86%) and financial assistance (79%). Ninety-nine percent of participants interviewed at the 14 project sites indicated that the Projects' services had helped them, particularly by making it financially possible to attend school, by helping develop confidence/self-esteem, and by providing moral support and encouragement. A number of participants reported that both financial assistance and counseling are important, or that financial assistance is important but supportive counseling is even more important.

Identification of Participant Unmet Needs

The most frequently-reported participant unmet need by all Project Staffs was child care. The need for child care was the one item most frequently cited by project participants as well.

Impact of Project Activities on Participants

Most frequently-reported indicators of program success by project staffs were: job placement/job retention/job promotion (86%); personal growth (79%); and educational goal completion/graduation (57%). Major impacts (effects) upon participants, reported by Project Staffs, were: increased self-confidence/self-esteem (79%); jobs/better jobs (64%); and educational advancement (50%).

Fifty-two percent of project participants reported changes in educational goals. Educational level changes were reported by 17 percent of participants; and 36 percent of participants reported changes in employment situation. Finally, 93 percent of project participants reported that they had changed since receiving services from the Projects, citing a total of 120 changes in self.

Circumstances/Situations Contributing Toward/Inhibiting Impacts

Most frequent Project Staff responses to the question, "What circumstances/situations have contributed toward Project impact on participants?" were: flexible guidelines to meet individual needs (86%); and credibility/networking with local agencies/community (79%). Conversely, the major circumstances/situations which have limited project impact on participants, reported by project staff, were: limit funding (57%); and lack of child care (50%). Most frequently-cited strengths of the project by staff were: understanding/caring/capable/committed staff (57%); person-to-person approaches/caring atmosphere (36%); holistic approach to client needs (29%); immediate availability of services (21%); and good training/training flexibility (21%). Most frequently-cited project weaknesses by Staff

were: limited staff/staff-time in a labor-intensive activity (50%); and state-level restructuring/uncertainty of funding (43%).

Recommendations for Serving Improved Numbers of Single Parents/Homemakers

Major recommendations provided by project staffs for methods to improve the number of single parents/homemakers served were: provide child care support (50%); increase staff size (43%); eliminate 50% completion requirement (36%); do more promotion/publicity (36%); and do more outreach (36%).

Recommendations for Improved Methods to Provide Single Parents/Homemakers with Marketable Skills

Major recommendations provided projects staffs for improved methods to provide single parents/homemakers with marketable skills included: develop the whole person—emotional/psychological needs as well as job skills so that she/he will succeed (29%); develop flexible entry periods or short courses so that individuals do not have long waiting periods (21%); and provide staff development in career counseling to augment this activity (21%).

V. CONCLUSIONS AND RECOMMENDATIONS

This final section of the Study Report provides conclusions based upon the findings of the Study as well as recommendations pertaining to future efforts in serving single parents and homemakers in Indiana. These include recommendations for serving improved numbers of single parents/homemakers and improved methods to provide them with marketable skills.

Conclusions

1. The 14 Single Parent/Homemaker Projects have made a good start in the implementation of a statewide delivery system for programs and services to this population. During less than three years of operation the Projects have dramatically increased the numbers of clients served.

2. The Regional thrust of the Program, designed to provide services to all of Indiana's 92 counties, is a commendable approach. Some Projects have been very successful in their outreach efforts within their Region; other Projects have tended to serve clients in the more densely populated areas.

3. Client/Participant reactions have been very positive and appreciative regarding the programs and services delivered to them. The holistic approaches (that is, addressing the personal, psychological, and emotional needs of the individual), as well as job skill needs, are supported by the reactions of the participants.

4. Lack of support for child care has been a major problem for the Projects. This unmet need was reported frequently by both staff and participants. Lack of child care exists both as a result of a lack of funding to purchase day care services and as a result of a paucity of licensed day care facilities (See Exhibit VI.H following).

5. The Projects have had an impact on the clients/participants in the areas of educational goals, educational level, employment, and especially in the area of personal changes. This impact probably extends beyond the clients themselves to include their families, who appear to take pride in what their parents are achieving.

6. The design of a statewide delivery system by means of 14 regional projects has merit and continuing potential with positive characteristics of delivery, including:

   - Existence of flexibility to Projects and clients
   - Service delivery based upon client need
   - A group of networking and cooperating agencies, all of whom are stakeholders in the effort
   - An opportunity to help clients find the best set of options
   - Major funding dedicated to services for clients rather than to administrative costs

7. The 14 regional projects and the statewide delivery system are relatively new to Indiana. As a result, a participant/program information system for accountability has not as yet been fully developed. Particularly lacking are consistent client characteristic categories to facilitate development of aggregate statewide data as well as reporting specific types of services provided to each participant. Client/participant follow-up activities, where they exist, are limited to informal approaches.

8. Capable and committed staff members have been a strength of the Projects. At several sites, however, staff turnover has caused temporary disruption of services to clients. The intensity of the work responsibilities and the uncertainty regarding statewide funding have negatively affected staff retention.

9. Staff development has been an ongoing need for the Projects due to the broad range of responsibilities for staff members as well as staff turnover. Career counseling and job placement appear to be two areas in which some staff members lack expertise.

10. The Projects have been very diverse due largely to variation in institutions within which they are housed, local needs, local demographics, staffing configurations, staff strengths/orientations, and available training institutions. These local circumstances have served in some instances to enhance the efforts of the Project and in other situations to limit the effects.

11. Single Parent/Homemaker initiatives operating in depressed areas may have considerable difficulty placing participants following their training. A follow-up study could be used to verify/refute this concern. There is a tendency in these populations to pursue very "traditional" occupations, partly due to the training opportunities available, the

typically short-term nature of training needed in some traditionally "female" occupations, as well as to the "mind-set" of these populations.

12. Tuition payments for clients to insure a "quick start" can be useful, but are best utilized only as a "stop gap" until other funding sources for tuition can be applied for/obtained. Funding is maximized when utilized to assist in areas where other sources are not available. This concept is not noted, however, to minimize the need for participants to receive financial assistance regardless of their status in completing their educational programs or goals.

13. Project directors and their staffs need to explore sources of all available assistance/services in their regions. The utilization of Advisory Councils and other community resources has been helpful in this regard. The Projects are coordinators of assistance/services for the clients being served.

14. The single parent/homemaker populations require an amount of client-centered activities to assist them toward changes. Small and immediate problems tend to loom large for them. Once established, they are able to provide good assistance and encouragement to other participants. Much enthusiasm can be observed in these populations as they recognize abilities in themselves and receive positive feedback.

15. Project activities appear clearly to reflect the *Carl D. Perkins Vocational Education Act of 1984*, Public Law 238 of the Indiana General Assembly, and the Single Parent/Homemaker 3-Year State Plan of the Indiana Commission on Vocational and Technical Education. The elements of a comprehensive effective single parent/homemaker project are well-stated in the 3-Year State Plan:

    - Outreach/Recruitment
    - Intake/Orientation
    - Personal Counseling
    - Assessment and Testing
    - Career/Vocational Counseling
    - Life Skills Development
    - Skills Training
    - Pre-Employment Preparation
    - Supportive Services
    - Referrals
    - Job Development/Placement
    - Program Management
    - Public Information

    The Single Parent/Homemaker services/activities often serve to "bridge the gap" between existing institutions and people who need services. The Occupational Child Care Programs, Apprenticeship Linkage Programs for Single Parent and Homemaker Projects, and the Vocational Guidance and Counseling Services and Program Promotion for Single Parent and Homemaker Projects have, where existing, been conducted in close coordination with the 14 regional projects.

16. There exists a need for the staffs of the Single Parent/Homemaker Projects to share their problems and solutions (both formally and informally) between/among Projects and with State Leadership. The Statewide Single Parent/Homemaker Cadre Facilitation, provided through Vocational Education Services, Indiana University, has been providing this sharing opportunity. Regularly-scheduled Staff Inservicing is essential to a quality delivery of programs and services. The sharing of what is being learned remains a challenge.

17. Projects funded as part of the Single Parent/Homemaker delivery system tend to respond to the expectations of their Statewide Contact Person. Consistent monitoring by the State Leadership will be key to the impact of all funded Projects. State Leadership personnel need to be afforded staff time to interact with the Regional Projects.

18. There appear to be emerging commonalities between the Single Parent/Homemaker and Gender Equity Initiatives in Indiana, with implications for greater joint delivery of resources, including technical assistance, in the enhancement of access, equity and opportunity. Many of the Single Parent/Homemaker Initiatives have effected linkages with existing agencies, which may serve further to expand training and career opportunities for females and males. The Apprenticeship Linkage for Single Parent/Homemaker Projects have helped organized labor be a part of affirmative action and fairness. The State Office of the Federal Bureau of Apprenticeship and Training has been particularly helpful in this regard.

Recommendations

1. Continue the implementation of Indiana's statewide delivery system for programs and services to Single Parents/Homemakers. Utilize the Regional Projects to provide services to all of Indiana's 92 counties, extending outreach efforts within each region, as appropriate.
2. Continue the holistic approaches currently used in addressing the personal, psychological and emotional needs of individuals, as well as job skill needs.
3. Address the pressing need existing because of lack of support for child care. It may be possible for single parents at times, and with minimum training, to provide volunteer assistance to the day care facility serving their child(ren), thus helping to reduce the costs of child care.
4. Develop a statewide participant/program information system for accountability, including consistent client characteristic categories and types of services provided. Exhibit VI.F following, illustrates an example of Information Reporting: Services Provided to Single Parents and Homemakers. However, avoid excessively complex definitions that might lessen the flexibility of the regional projects to remain client-centered with individual planning/assistance to each participant.
5. Develop a statewide participant follow-up system for accountability and impact assessment. An example of a Follow-Up Questionnaire is provided as Exhibit VI.G.
6. Continue efforts to ensure that capable and committed staff members remain with the regional projects. Minimize staff turn-over by attempting to remove uncertainties relating to state-level management and funding. Also, reduce staff burn-out by minimizing staff loads, where feasible.
7. Emphasize staff development efforts on a continuing basis, especially career counseling and job placement. Build on the efforts of the Statewide Single Parent/Homemaker Cadre Facilitator, Vocational Education Services. Continue the networking across the 14 regional projects for sharing project strengths and "how to" expertise.
8. Utilize tuition payments for clients only as a "stop gap" until other funding sources for tuition can be applied for/obtained. Recognize the need for participants to receive financial assistance regardless of their status in completing their educational programs or goals.
9. Continue the efforts of regional project staff to explore and enlist sources of all available assistance/service in their areas, with the regional projects serving as coordinators of assistance/services for the clients being served.
10. Continue to develop the elements of a comprehensive effective single parent/homemaker program, well-stated in the 3-Year State Plan. Utilize the guidelines of the *Carl D. Perkins Vocational Education Act of 1984*, Public Law 238 of the Indiana General Assembly, and the 3-Year State Plan as bases for an Indiana Single Parent/Homemaker commitment that maximizes the Federal support available.
11. Continue to provide strong State Leadership as a key to the impact of all funded projects. Provide State Leadership personnel with staff time necessary to interact and to monitor the 14 regional projects, providing opportunities for technical assistance and accountability.
12. Recognize the emerging commonalities between/among the Single Parent/Homemaker and Gender Equity Initiatives in Indiana, with implications for greater joint delivery of resources, including technical assistance, in the enhancement of access, equity and opportunity. Continue to expand on what has been learned from the Apprenticeship Linkage for Single Parent/Homemaker Projects, helping organized labor to be a part of affirmative action and fairness in expanding training/career opportunities for males and females.

VI. APPENDICES

A. Preliminary Statewide Interview Format (and Response Summary)

B. Memorandum to Regional Contact Persons for On-site Visitations by Study Team

C. Region Site Visitation: Interview Format (and Response Summary)

D. Regional Site Participant: Interview Format (and Response Summary)

E. Memorandum to Regional Contact Persons Following On-site Visitations

F. Single Parent/Homemaker Program Information Reporting

G. Single Parent/Homemaker Program Follow-up Questionnaire

H. Numbers of Children Under 5 Compared with Capacity of Child Care Facilities: 39 States

I. Report Submission Letter

APPENDIX **Exhibit VI.A**

Preliminary Statewide Interview Format

RESPONSE SUMMARY

Region: _____ Project/Fiscal Agent: _____

Project Director: _____

Address: _____

Telephone Number: (_____) _____

1. *Please describe the structure for the delivery of programs/services for Single Parents/Homemakers in your region (including Single Parents/Homemakers, Apprenticeship Linkage, Child Care, Vocational Guidance/Counseling Services Projects, and Satellites).*

2. *Please describe the programs/services being offered.*

   - financial assistance for tuition, textbooks, materials and/or transportation (14)
   - assessment/testing/career exploration (10)
   - individual/peer counseling (8)
   - workshops (8)
   - referrals to other agencies (7)
   - job seeking/keeping skills development (5)
   - vocational guidance and counseling (5)
   - support groups (3)
   - intake and orientation (2)
   - program promotion (2)
   - job placement
   - follow-up
   - pre-apprenticeship classes
   - social activities
   - child care

3. *What would you consider to be indicators of success of these programs and services?*

   - job placement/job retention/job promotion (12)
   - personal growth (e.g., self confidence/self-esteem) in individuals (11)
   - educational goal completion/graduations (8)
   - educational placements (2)
   - number of participants served (2)
   - individuals with job seeking/keeping skills

4. *Are you aware of any problems or issues pertaining to the delivery of programs/services for Single Parents and Homemakers in Indiana?*

   - lack of child care (7)
   - instability of the program due to changes in funding agent (7)
   - 50% completion rate limits help to needy clients (6)
   - need more dollars for tuition (3)
   - future of apprenticeship linkage program (2)
   - difficulty in getting rural women involved
   - time lapse for vendors to receive payment
   - "battle weary" staff
   - no future funding for VES
   - serving people who normally "fall between the cracks"
   - concern with the overall quality of the program
   - need to coordinate single parent/homemaker and gender equity efforts
   - limited staff to serve a large region

5. *Is there any information you particularly need to make better decisions regarding the delivery of programs/services for Single Parents and Homemakers?*

- uniform data gathering system (4)
- regional comparisons/feedback on data gathered (2)
- number of unserved single parents/homemakers (2)
- future status of the program in counseling clients (2)
- information on employment opportunities for this population (2)
- qualitative and quantitative data
- information on child care barriers
- public awareness of the needs of single parents/homemakers
- the State and Federal long term commitments to these services
- Statewide newsletter to help regions know about other activities in the state.

6. *Additional comments:*

- Cadre has been helpful (3)
- this project allows us to serve otherwise unserved populations
- enjoy working with this population/project
- hope services continue as planned under IDETS

APPENDIX

Exhibit VI.B

Memorandum to Regional Contact Persons for On-Site Visitations by Study Team

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

May 25, 1988

TO: Regional Contact Persons for On-Site Visitations by Study Team:

Susan Avery, Region 1
N. Elaine Schenck, Region 2
Rikki Goldstein, Region 3
Bob Brelsford, Region 4
Rilyn Gipson, Region 5
Jennifer Manifold, Region 6
Casey Chaney, Region 7
Marla Zimmerman, Region 8
Carolyn Bunzendahl, Region 9
Denise Hyble, Region 10
Anya Cutter, Region 11
Teri Lock, Region 12
Ken Eskridge/Joanne Reid, Region 13
Jill Littell, Region 13
Jack Womack, Region 14
Wendy Helton, ICVTE

FROM: Fred and Eileen McCormick

In initiating A Single Parents and Homemakers Effectiveness Study, it was a pleasure talking with the Fiscal Agents and Project Directors of the Regional Single Parent and Homemaker Projects. Thank you for your cooperation in completing the Preliminary Statewide Interview Format.

During the three weeks of June 6–10 and June 20–July 1, we would like to make site visitations in each of the 14 Regions, as follows:

Monday, June 6: Region 1
Tuesday, June 7: Region 10
Wednesday, June 8: Conference and ICVTE, Indianapolis
Thursday, June 9: Cadre Meeting, Indianapolis
Friday, June 10: Region 5
Monday, June 20: Region 2
Tuesday, June 21: Region 3
Wednesday, June 22: Region 6
Thursday, June 23: Region 7
Friday, June 24: Region 9
Monday, June 27: Region 12, Region 14
Tuesday, June 28: Region 13 (Evansville), Region 13 (Vincennes)
Wednesday, June 29: Region 8
Thursday, June 30: Region 11
Friday, July 1: Region 4

We will plan on this schedule unless you advise us otherwise. The schedule has been planned to travel the 14 regions as effectively as possible.

The purpose of the Site Visitations will be for data/information gathering in the spirit of program improvement. The visits are *not* for fiscal or program audit purposes. Fred and/or Eileen McCormick will arrive at your office by *8:30 A.M.*, and will spend as much of the day with you as is needed. We would appreciate being able to interview personnel of the Single Parent/Homemaker Project (either singularly or together). If you have an Apprenticeship Linkage, Child Care and/or Vocational Guidance/Counseling Services Project, we would appreciate the opportunity to interview those Project personnel as well. It would also be good to talk with Project management/fiscal agent personnel if available. In addition, we would like to interview a few (up to five) project participants (in person or via telephone) if possible. Copies of the interview format drafts are enclosed for your information. If a (loan) copy of your September 30, 1987 Final Report is available, we would appreciate your sending it.

Please be in touch with us as soon as possible if you have any questions about or problems with the arrangements we are suggesting for the on-site visitations. If you have special directions to help us in finding your office and/or parking, your providing them would be appreciated. We are looking forward to being with you in Indiana during June. Thank you and kindest regards.

Encs.

Region Site Visitation: Interview Format

RESPONSE SUMMARY

8	Apprenticeship Linkage	9	Vocational Guidance/Counseling Services
4	Child Care		Satellite

1. *What are the major services and activities provided to Single Parents/Homemakers through CVTE funding in the Region?*

14	Referral to Vocational Education training	14	Counseling
10	Scheduling	14	Placement (Training)
12	Transportation	14	Workshops
14	Tuition and fees	7	Seminars
14	Materials/supplies	11	Support Group(s)
11	Assessment	11	Placement (Job)
		8	Other: *referrals (4), newsletter (2), career guidance, pre-apprenticeship classes, lending library, finding financial assistance, support in legal system*

2. *How were these services and activities selected (e.g., needs assessment)?*

Ongoing assessment of client/single parent/homemaker needs (11)
Carl Perkins /RFP prescribed (5)

Professional experience (3)	Based on research project
Visits to other operational sites (2)	Advisory Board input
Literature search (2)	Provide what others cannot provide
Formal needs assessment (2)	

3. *To what extent have the services and/or activities of the Project been implemented as proposed?*

Some evolutionary changes in response to needs (6)
Totally implemented as planned (5)
Largely implemented as planned (5)
Have changed focus from original proposal

4. *What have been the reactions of the participants to the services/activities?*

Positive (11)
Excellent/very positive (4)
Largely positive
"Wonderful/life-saver"

5. *Which services and/or activities seem to be the most important to the participants?*

Counseling/listening/support (12)	Referrals
Financial assistance (11)	Job counseling
Job seeking/keeping skills (3)	On-job experience
Placement (2)	Career guidance
Further education (2)	Whole process
Workshops (2)	Information
Career exploration (2)	

6. *How is "participant" defined for purposes of Project reporting?*

With completed intake form/file established (15)
Contacts are reported separately (4)
Workshops participants are included (2)
Figures are cumulative if they are still active (2)

7. *How many participants were served by SBVTE/CVTE funded activities and services*

in 1985–86?	2066	(range 0–339)
in 1986–87?	4428	(range 79–655)
in 1987–88?	3174	(range 46–462)

NOTE: partial year reporting (approximately half of the year) available.

8. *How are participants recruited?*

- Agency referrals (16)
- Word-of-mouth (13)
- Posters/brochures (10)
- Newspaper articles (8)
- Workshops (5)
- School financial aid office (4)
- TV Promotion (2)
- Radio (2)
- PIC office (2)
- Public events (2)
- Presentations to groups (2)
- Peer counseling program
- Legal office referrals
- Outreach travel
- Libraries/churches

9. *How are participants selected?*

- Definitions/guidelines of Single Parent/Homemaker legislation (15)
- No one who qualifies has been turned away as yet (5)
- Can receive other services if not eligible for funding (2)
- Use locally developed eligibility criteria for financial assistance (2)

10. *What do you do by way of follow-up studies of participants?*

- Informal follow-up (7)
- Telephone calls (3)
- Letters (2)
- Ongoing personal contact (2)
- Not as yet (2)
- Contact those we have not heard from (2)
- Follow up graduates
- Survey
- 90 day, 6 month and 1 year routine
- Have designed but not implemented

11. *Should teenage single parents be served?*

If so, how?

Yes (16) No (1) Not by the project but by the schools

If so, how?

- Same services as adult single parents/homemakers (5)
- Get GED (4)
- Should be served in the schools (3)
- Not sure
- Self-esteem development
- Tuition and life management skills
- Full range program
- Have not been successful in the past

12. *Are there any unmet needs that exist among Project participants?*

- Child care (16)
- Basic short term life needs (food, clothing, emergency housing) (5)
- More dollars for tuition (3)
- Medical benefits/health care (3)
- Employment information (2)
- Transportation
- Public transportation
- Nontraditional job experiences
- Funding beyond associate degree
- Legal services

13. *What has been the impact (effect) of Project services/activities upon the participants?*

- Increased self confidence/self esteem (11)
- Jobs/better jobs (9)
- Educational advancement (7)
- Productive/self-sufficient citizens (5)
- Increased hope/higher expectations (4)
- Life style changes (3)
- Personal successes (2)
- Job ready individuals (2)
- Security (2)
- Reduced child abuse
- Friendships

14. *What circumstances/situations have contributed toward Project impact on participants?*

- Flexible guidelines to meet individual needs (12)
- Credibility/networking with local agencies/community (11)
- Location (Community Based Organization/off campus/Ivy Tech/vocational school) (6)
- Helpful Advisory Committee (3)
- Cooperation with regional planning/regional support (3)
- Financial assistance (3)
- Location of satellites (including office locations) (2)
- Cooperation with apprenticeship Linkage Program (2)
- Cadre meetings (2)
- Stability of Community Based Organization that houses project
- Assistance provided by Ivy Tech (car repairs, etc.)
- Educational offerings in two counties
- Cooperation with Occupational Development Center
- Support of Vocational Directors

15. *What circumstances/situations have limited Project impact on participants?*

- Limited funding (8)
- Lack of child care (7)
- 50% completion requirement (5)
- Population attitudes/reactions (5)
- Location (non-central/not in Ivy Tech/middle class area) (4)
- Large/diverse region (3)
- Limited job market in our area (2)
- Uneven distribution/limited number of educational institutions (3)
- Location beyond bus service/no bus service (2)
- Lack of funding for Apprenticeship Linkage Program (2)
- Change in fiscal agent
- Factors that keep participants back (car breakdowns/sick children, etc.)
- Past history of the Project
- Family discouragement of those who want an education
- Lack of motivation in participants
- Welfare system that does not reward those who are trying to change

16. *What do you see as the strengths of the Project?*

- Understanding/caring/capable/committed staff (8)
- Person-to-person approaches/caring atmosphere (5)
- Holistic approach to client needs (4)
- Immediate availability of services (3)
- Good training/training flexibility (3)
- Staff sharing/staff support (2)
- Variation in staff abilities (2)
- Place expectations on clients (2)
- Outreach efforts (2)
- Staff stability/experience (2)
- Participant to participant support (2)
- Educational orientation (2)
- Building confidence/self esteem in clients (2)

- Good management/coordination (2)
- Newsletter
- Workshop
- Service to the otherwise unserved
- Opportunity to develop skills through volunteer work
- Large numbers of clients served
- Placement rate
- Job seeking/keeping training
- Help clients help themselves
- New chances for clients
- Not pressured to produce numbers
- Willing to try new approaches
- Limited paperwork
- Follow-up
- Support of women in nontraditional occupations

17. *What do you see as the weaknesses of the Project?*

- Limited staff/staff time in a labor intensive activity (7)
- State level restructuring/uncertainty of funding (6)
- Lack of statewide leadership/direction (2)
- Loss of project staff (2)
- Possible staff burn-out
- Low staff pay
- Limited office space/outreach offices
- Limited communication from CVTE
- Not reaching all eligible people particularly in rural areas
- Limited to two-year training support which may lead to low paying jobs
- Lack of guidelines
- Need to inservice staff
- Small number that could be served by Apprenticeship Linkage Program

18. *Do you have recommendations for methods to improve the number of single parents/homemakers served?*

- Provide child care support (7)
- Increase the staff size (6)
- Eliminate the 50% completion requirement (5)
- Do more promotion (e.g., video testimonials)/publicity (5)
- Do more outreach/use satellites (5)
- Provide adequate funding to support the thrust (2)
- Provide more transportation dollars (2)
- Work with local agencies and projects to identify motivated individuals who want to become economically self sufficient (2)
- Be patient and persistent; recognize that some will fail
- Don't play a numbers game (placement only) at the expense of a holistic approach
- Try new thrusts
- If serving more is the goal, then serve "self-starters" as they take less time
- Be creative in funding financial assistance from other sources to stretch the dollars
- If you are there to serve this population, the numbers will follow
- Make a long term commitment to this activity so staff and clients can plan ahead
- Allocate funds according to the number of people to be served
- Educate the public about the importance/value of this part of society

19. *Do you have recommendations for improved methods to provide single parents/homemakers with marketable skills?*

- Develop the whole person—emotional/psychological needs as well as job skills so that he/she will succeed (4)
- Develop flexible entry periods or short courses so that individuals do not have long waiting periods (3)
- Provide staff development in career counseling to augment this activity (3)
- Encourage participants in nontraditional occupations (2)
- Provide training in transferrable skills to avoid dead-end jobs (2)

- Believe we are doing what needs to be done—just need to do more of it (2)
- Provide solid basic education so participants can move forward
- Use externships to complete education for some
- Take advantage of what was learned in the Apprenticeship Linkage Program; much effort was put forth by industry and the program and participants are ready to take advantage of the services
- Expand beyond vocational education
- Strengthen job placement component
- Be open to the needs of clients
- Develop on-the-job training or work experience for some
- Provide more training in job interviews/readiness
- Provide training to clients in their own locations

20. *Additional comments:*

- Cadre has been a plus/sharing time is useful (6)

- Developed extensive local resource document that has been very useful (3)

- Training to meet employer needs may deny the needs of individuals

- Successes of participants provide positive feedback to staff as well

- We feel very proud that we have been able to offer the opportunity to make a difference in the lives of participants, and we are able to serve a population that many times "falls through the (economic) cracks."

- I would like to stress that the Apprenticeship Linkage Program has been a very vital program in our Region. I would like to see this program continue with a fulltime staff person so that what has been begun in our Region will expand with the same intensity as it has this past year.

- Quality *child care* is expensive to provide, partly because of the liability issues which cannot be escaped by simply calling it "babysitting." It might be possible for Single Parent/Homemaker Project participants to contribute by providing in-kind assistance at a child care facility. Such participation would necessitate classroom preparation (possibly 20 to 40 hours), which could have the added benefit of providing improved parenting skills. In addition, the dedication of Single Parent/Homemaker funds to support child care would seem to be appropriate.

- I am very pleased with the Project. One client got education and a job as an employee of the Welfare Department. Clients in the Project are more positive welfare clients. It is good to see participating "moving up." (Project Advisory Committee Member.)

- I am very pleased with the communication and cooperation. I can see people grow in responsibility and prioritize child care needs toward more self-support, not possible without the Project. I can see self-esteem among child care parents. The Advisory Committee meetings and Newsletter are great and support ownership among Advisory Committee members. We hope the Project will continue and increase. (Project Advisory Committee Member.)

- *Regional planning/Regional configurations* are ideal since they are non-institutional and provide more flexibility to Projects and clients. The *vitality* of the concept and structure of SP/H delivery lies in its being a *regional* (not a state) project. Strategies are different as the Project Staffs work with the urban and rural disadvantaged, in cooperation with other community action agencies. There are no racial or other boundaries or identifiers. The clients' economic situation drives the project. The client is the *commonality* and this is *uniting* rather than *dividing*. *Economics* is another driver of the project, and economic growth is a major thrust of the State of Indiana. With regional governance/administration, all are stakeholders and no one agency is an owner. (Indeed, the Fiscal Agent may even be at a slight disadvantage.) Clients, with their given pressures, are not prescribed to any single agency. The Project orchestrates a number of agencies and the project/clients can draw upon many resources, thus helping clients find the best set of options.

- The SP/H Projects are a "good buy" for Federal Funds, as Federal Funds go for *services* to clients and not for additional administration. It would be good to estimate Federal/State revenues generated by economic self-sufficiency. P.L. 238 gave the State Commission a chance to get a "foot in the door" for a Single Parent/Homemaker commitment as the Commission comes back to report to the Governor and Indiana General Assembly. It would be best that Indiana make a *State* Single Parent/Homemaker commitment that maximizes the Federal support available (rather than the Federal initiating a State/Regional commitment).
- Females have been undereducated for employment roles. We need to raise the educational levels of women, since they are needed, equally, in supporting the State's economic development.
- Apprenticeship Linkage Projects help make labor a part of affirmative action and fairness. The State Office of the Federal Bureau of Apprenticeship and Training has been helpful.

APPENDIX **Exhibit VI.D**

Regional Site Participant: Interview Format

$N = 75^{a}$

RESPONSE SUMMARY

1. *What services did you receive from the Single Parent/Homemaker Project(s) in Region ____?*

41%	Referral to Vocational Education training	71%	Counseling
12%	Scheduling	9%	Placement (Training)
35%	Transportation	55%	Workshops
64%	Tuition and fees	12%	Seminars
67%	Materials/supplies	31%	Support Group(s)
31%	Assessment	13%	Placement (Job)
		17%	Other:

- Child care (8)
- Resumé development (2)
- Glasses
- Assistance in court case
- Social activities
- GED
- Newsletter
- Transfer payment
- Job leads
- Assistance with admission

2. *Did these services help you?*

99% Yes (How?)

- Made it financially possible to attend school (21)
- Helped me develop confidence/self-esteem (10)
- Provided moral support and encouragement (9)
- Made me aware that I could go to school (4)
- Helped me get to school (transportation) (4)
- Helped me see how to change/cope (4)
- Helped me look at future job/career possibilities (4)
- Allowed me to reach my goal of going to college (3)
- Helped me set an educational goal (3)
- Helped me find a job (3)
- Helped me get into school (2)
- Helped me finish my course and get a job (2)
- Helped me sort out my goals (2)
- Helped me get my degree (2)
- Helped me realize I'm not the only person with problems (2)
- I needed uniforms
- I received full training in construction
- I brushed up on my skills
- Meetings were helpful
- Improved my typing

1% No (Why not?) It was only a general orientation.

3. *Which service was most important to you and why? (If yes to number 2.)*

- Financial assistance (transportation/tuition and fees/materials and supplies) made it possible for me to attend school (26)
- Supportive counseling (helped me solve my problems/provided insights/developed initiative/kept me going, etc.) (20)
- Workshops and support groups (provided information/gave support, etc.) (9)
- Both financial assistance and counseling are important (4)
- Financial assistance is important but supportive counseling is even *more* important (4)

- Attending classes made me feel successful
- Course selection
- Day care
- Job placement
- Everything!
- No response (5)

4. *Are there any other services that would be helpful to you that are not available?*

41% Yes (What were they?)

- Child care (17)
- Transportation (3)
- Job placement (3)
- Help with medical bills (2)
- Practice with resumé writing (2)
- Legal advice
- Supplies
- Workshops
- Study room at school
- Therapist
- Book loan
- Typing

59% No

5. *Has your* educational goals *changed since you received services from the Project(s)?*

41% Yes (How?)

- Expanded on what I planned (8)
- Changed program/major (7)
- Decided to get more training/education (7)
- Established plans with testing/staff (7)
- Planning on bachelor degree (4)
- Have future plans (3)
- Plan to finish associate degree (3)
- Had not even considered school

48% No

6. *Has your* educational level *(e.g., degrees or certificates) changed since you received services from the Project(s)?*

17% Yes (How?)

- Associate degree (7)
- Certificate (5)
- High school diploma
- GED

83% No

7. *Has your* employment situation *changed since you received services from the Project(s)?*

36% Yes (How?)

- Started a new job (12)
- Changed jobs (3)
- Working part time (3)
- Self employed (2)
- Work study (2)
- Have had job offers (2)
- Stopped working to go to school
- Was called back to work
- Have temporary job

64% No

8. *Have you changed since you received services from the Project(s) (e.g., your attitudes, knowledge, understanding, feelings)?*

95% Yes (How?)

- Increased confidence and self-esteem (30)
- More positive attitudes (11)
- Encouraged by the help that was available (11)
- Sense of direction in life/goals (10)
- Increased knowledge and understanding (9)
- Feeling better about everything/happier (8)
- Made new friends/more social/less isolated (7)
- Matured/grown up (4)
- Increased sense of hope (4)
- Learned to express myself/feelings (4)
- Increased skills (3)
- Good grades have encouraged me (3)
- Broader outlook on life (3)
- More motivated to be financially independent (3)
- Went from being suicidal and a "basket case" to confident and high goals (2)
- Learned to cope/reduce stress (2)
- Appreciate others more
- Have higher educational goals for my children
- Learned to listen and hear another's opinion
- Increased competence
- Sense of accomplishment
- Changed son too, who made new friends

5% No

9. *Additional comments:*

- It was encouraging to know that services like these were available at no charge.
- This is a fantastic program and it has helped me so much. Hopefully I'll be able to get out of school and help people as much as the agency has!
- I am very thankful for the help I received from the project—they've been very kind and supportive.
- Really pleased with the program. It was a big help and I will grow from this base.
- Great and helpful people. They are kind and really work with you.
- I really appreciate the help that I have gotten from this service.
- Were it not for the project I would have been unable financially to complete my first year of nursing. My husband had a sudden unexpected illness. I had previously applied for a Pell grant and been refused. The Pell grant takes into account only the previous year's income. Thus, as a result of my husband's illness, our income was drastically reduced. The project came through for me in this emergency situation. I cannot say enough how much I have appreciated all they have done for me.
- Without the help of the project I would not have graduated so soon.
- The counselors are well versed and listen with intensity to our needs—goals—desires—fears. They don't offer solutions, only ways with help to face situations. Thanks!
- Super job! Keep it up.
- There is not enough knowledge among the students that this aid is available.
- Want to become self-sufficient. The project has been a blessing. Thank you.
- Know that I have a friend I can turn to with any problem.
- Without the project I wouldn't be going to school.
- Received an award for maintaining 3.78 GPA.
- This is a valuable project as it provides a way to get off welfare.
- Learned that there are others in the single parenting situation.

- I had gone through a job seeking course with O.D.C. It didn't help. I needed to go back to school which I would not have been able to do without the Project. This will help me more in the future than anything else.
- Now I know that I can do it—it's like a "shot in the arm"—it brings out the best in you; I know that I am moving.
- I know that I can stand on my own two feet. I see myself as the successful owner of a construction company some day.
- My daughter who is in first grade showed improvement in her grades after I went back to school.
- This is a wonderful program with excellent teachers and staff.
- I am extremely pleased with the project and would recommend it to any of my friends who qualify. I think it is great to meet others who are in the same position (financial, educational, social, etc.) as myself. I have received generous support from others I have met through the project. In my opinion the Single Parent/Homemaker Project is the best way the government can help those of us with low incomes. Its success is self-motivated, and with the help and guidance of Project staff, our success is inevitable!
- Cannot endorse the project staff enough. They do a tremendous job, go the extra mile. They are very knowledgeable and want to help.
- Great project which I recommend to others.
- Continue the project as it is. It is great to have staff who will listen and react.
- This is a very good organization and I have recommended it to others. I would like to help as a volunteer.
- I really appreciate the staff.
- I am off welfare and very happy about it!
- This (project) is the best thing that ever happened to me.
- I'm excited about going on for a four year degree.
- The office goes the extra mile to help.
- I am really impressed with the program. The program quality expands and gets better each time I am in contact with the Center. I am looking forward to the Parenting Workshop, the Resumé Writing Workshops, and Job Interview Practice. I will continue participating, since the program provides ongoing support.

*Participants interviewed were selected by Regional Project Staffs.

APPENDIX Exhibit VI.E

Phone (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

July 5, 1988

TO: Project Directors, Staff and Clients/Participants of the Regional Single Parent and Homemaker Projects in Indiana

The Single Parents and Homemakers Effectiveness Study efforts advanced considerably during last month. Our site visitation in each of the 14 Regions during the period June 6 through July 1 were productive, interesting and enjoyable. We want to thank you for all the arrangements you made for our visit at your project site.

Analyses of the great amounts of data collected are now progressing as we prepare to draft a final Study Report. We have requested that each of the 14 Regional Projects receive a copy of the final Report, which should be helpful for program improvement and planning in serving Indiana's Single Parents and Homemakers. Many thanks for all of your efforts on behalf of the Study. Best wishes for a fine summer in the Hoosier State.

Kindest regards,

Fred and Eileen McCormick

Single Parent/Homemaker Program Information Reporting

Please put a check by the services your project provided and list the total number of participants who received each service during this reporting period.

Number Served

- ☐ 1. Contacts/Information Provided
- ☐ 2. Intake and Orientation
- ☐ 3. Life Transition/Personal Counseling
- ☐ 4. Life Skills Development
- ☐ 5. Individual Plan Development
- ☐ 6. Educational/Career Assessment/Testing
- ☐ 7. Career Awareness/Career Counseling
- ☐ 8. Job Readiness Skills Development
- ☐ 9. Job Development/Placement
- ☐ 10. Social Services (referral)
- ☐ 11. Follow-Up Services
- ☐ 12. Workshops (list topics):

_____

- ☐ 13. Other (please specify):

_____

Subsidies

- ☐ 1. Child Care
  - a. Number of Participants Served
  - b. Number of Children Served
- ☐ 2. Transportation
- ☐ 3. Tuition and Fees
- ☐ 4. Educational Materials/Supplies

Enrollments

- ☐ 1. GED Coursework Preparation
  - a. Number Enrolled
  - b. Number Completed
- ☐ 2. Basic Skills/Academic Remediation
  - a. Number Enrolled
  - b. Number Completed
- ☐ 3. Vocational Education—Secondary
  - a. Number Enrolled
  - b. Number Completed
- ☐ 4. Vocational Education—Postsecondary
  - a. Number Enrolled
  - b. Number Completed
- ☐ 5. Vocational Education—Adult
  - a. Number Enrolled
  - b. Number Completed

Single Parent/Homemaker Program
Follow-up Questionnaire

Directions: Please complete all sections that apply. When you have completed the form return it in the enclosed self-addressed, stamped envelope. All responses are strictly confidential, so feel free to respond in a way that reflects your thinking.

I. Personal Information

A. Name: _____
(Last) (First) (Middle)

B. Present Address: _____
(Street or Rural Route)

_____
(City) (State) (Zip Code)

C. Home Telephone ( ) _____ Work Telephone ( ) _____
(Area Code) (Area Code)

II. Employment Information

A. Were you employed at any time since you started participating in the Single Parent/Homemaker Program?

☐ Yes (Continue with Question B.)

☐ No (Go to Section V.)

B. What is your present employment status? (Check only *one*: employed, unemployed, or unavailable for employment.)

☐ Employed (You are working full-time or part-time.)

☐ Unemployed (You are looking for a job but cannot find one.)

☐ Unavailable for employment (You cannot accept a job now for one of the following reasons. Please check one reason.)

- ☐ Attending school full-time
- ☐ Illness
- ☐ Full-time homemaker
- ☐ Pregnancy
- ☐ Not interested in employment
- ☐ Other (specify): _____

III. Job Information

Directions: Please supply the requested information for each of the following jobs held since beginning the Single Parent/Homemaker Program.

A. First job (the first job you held after you started participating in the Single Parent/Homemaker Program).

Job title:

Job duties:

Check one: ☐ Full-time job
☐ Part-time job

Check one: ☐ Job related to training
☐ Job not related to training
☐ Number of months you held this job

B. Present or last job. (Your present job if you are employed or your last job if you are unemployed. If it is the same as your first job, write SAME.)

Job title:

Job duties:

Check one: ☐ Full-time job
☐ Part-time job

Check one: ☐ Job related to training
☐ Job not related to training
☐ Number of months you held this job

C. How many jobs, including the ones listed above, have you held since you started participating in the Single Parent/Homemaker Program?

IV. Job Satisfaction

Directions: If you are presently unemployed, go to Section V. Otherwise, please answer these questions by placing a check mark in the appropriate square.

A. How do you feel about your present job?

☐ Like it very much
☐ Like it somewhat
☐ Neither like nor dislike it
☐ Dislike it somewhat
☐ Dislike it very much

B. Regarding your present job, to what degree are you satisfied with each of the following:

	Satisfied	Not sure	Dissatisfied
1. Salary	☐	☐	☐
2. Fringe benefits	☐	☐	☐
3. Potential for advancement	☐	☐	☐

V. Instruction and Services

Directions: This section is to allow you to rate the quality of the instruction and services that you received as a part of the Single Parent/Homemaker Program. If you did not use the instruction or service, check "not used"; if the instruction or service was not available, check "not available." (Please check only one square for each item.)

A. Please rate the quality of the instruction you received in the following:

	Very Good	Good	Poor	Not Used	Not Available
1. GED coursework/preparation	☐	☐	☐	☐	☐
2. Basic skills/remediation (math, reading, English)	☐	☐	☐	☐	☐
3. Vocational education/job skills training	☐	☐	☐	☐	☐

B. Please rate the quality of the services you received in the following areas:

	Very Good	Good	Poor	Not Used	Not Available
1. Career awareness/career counseling	☐	☐	☐	☐	☐
2. Vocational assessment/testing	☐	☐	☐	☐	☐
3. Job readiness skills development (e.g., decision-making, resume preparation, interviews, etc.)	☐	☐	☐	☐	☐
4. Job placement assistance	☐	☐	☐	☐	☐
5. Personal counseling and support	☐	☐	☐	☐	☐

VI. Personal Changes

Directions: Following is a list of personal changes which may have resulted from your participation in the Single Parent/Homemaker Program. Please respond to each statement by placing a check mark in the square that indicates your feelings.

A = Agree U = Uncertain D = Disagree

A. As a result of participating in the Single Parent/Homemaker Program, I:

	A	U	D
1. feel more positive about myself	☐	☐	☐
2. am more confident in my abilities	☐	☐	☐
3. have a better attitude toward life in general	☐	☐	☐
4. gained new knowledge and understandings	☐	☐	☐
5. have long term goals	☐	☐	☐
6. know how to work toward those goals	☐	☐	☐
7. know that there are people I can turn to for psychological support	☐	☐	☐

Thank you!

APPENDIX

Exhibit VI.H

Numbers of Children Under 5 Compared with Capacity of Child Care Facilities

State	Children Under 5	Child Care Capacity	Percent of Care Capacity Per Children Under 5
Alaska	60,000	10,900	18.2
Arizona	270,000	71,000	26.3
Arkansas	175,000	44,368	25.3
California	2,144,000	617,625	28.8
Colorado	267,000	74,628	27.9
Connecticut	203,000	71,573	35.3
Delaware	44,000	13,952	31.7
Florida	747,000	314,000	42.0
Georgia	456,000	145,948	32.0
Hawaii	92,000	22,930	24.9
Idaho	94,000	13,500	14.3
Illinois	889,000	145,042	16.3
***Indiana**	**403,000**	**48,671**	**12.1**
Iowa	215,000	31,447	14.6
Kentucky	272,000	50,283	18.5
Maine	82,000	15,663	19.1
Maryland	312,000	85,000	27.2
Massachusetts	376,000	111,783	29.7
Michigan	658,000	154,131	23.4
Minnesota	334,000	108,987	32.6
Missouri	378,000	48,943	12.9
Montana	70,000	6,100	8.7
Nebraska	133,000	26,552	19.9
New Hampshire	69,000	23,368	33.9
New Mexico	138,000	20,167	14.6
New York	1,208,000	133,544	1.1
North Carolina	418,000	165,837	39.6
North Dakota	61,000	8,633	14.1
Ohio	786,000	132,000	16.7
Oklahoma	279,000	66,396	23.7
Oregon	202,000	35,622	17.6
Pennsylvania	777,000	133,725	17.2
South Carolina	252,000	76,638	30.4
South Dakota	63,000	7,023	11.1
Tennessee	323,000	100,782	31.2
Texas	1,462,000	591,610	40.5
Utah	195,000	27,675	14.2
Vermont	39,000	5,400	13.8
Virginia	405,000	70,974	17.5
Wisconsin	361,000	55,854	15.5
39 STATES	15,712,000	3,888,274	24.7

Source: Children's Defense Fund

Note: Almost half of all children under five years old have mothers who work.

APPENDIX Exhibit VI.I

Report Submission Letter

Phone (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West Saint Paul, Minnesota 55113

July 15, 1988

Indiana Commission on Vocational and Technical Education (ICVTE)
Research, Consultation, Coordination and Articulation
325 West Washington Street
Indianapolis, Indiana 46204

Educational Operations Concepts, Inc. (EOC) is pleased to have completed A Single Parents and Homemakers Effectiveness Study (Project # 11-88-4400, RFP # 88-17). The final reporting for the Effectiveness Study is transmitted in the form of two separate documents:

- Final Report: A Single Parents and Homemakers Effectiveness Study (3 copies).
- Study Report: A Single Parents and Homemakers Effectiveness Study (25 copies).

The reporting reflects results of all of the study activities suggested in the Proposal to Conduct a Single Parents and Homemakers Effectiveness Study. We are particularly pleased that we were able to perform on-site visitations, involving interviews with 48 Project Staff and 75 Project Participants in all 14 of the economic planning and development regions which comprise the State's Vocational/Technical Education Delivery System. It is evident that, for the most part, the Indiana Commission on Vocational and Technical Education and the 14 Single Parent/Homemaker Projects have made a good start in implementing a Statewide Delivery System for serving Single Parents/Homemakers and on which to base additional State commitment and support. Project activities appear clearly to reflect the *Carl D. Perkins Vocational Education Act of 1984*, Public Law 238 of the Indiana General Assembly, and The Single Parent/Homemaker 3-Year State Plan of the Indiana Commission on Vocational and Technical Education.

The Study Team would be pleased to be available for the Presentation(s) and/or Discussion(s) of the Effectiveness Study with Indiana Commission on Vocational and Technical Education, other State Agencies (Executive and Legislative) and, particularly with the Single Parent/Homemaker Project Staffs from the 14 regions. The Effectiveness Study will be able to serve as a major base for further planning and development.

Wendy Helton, State Coordinator for Equity, has been particularly helpful and supportive of the Effectiveness Study efforts. We are grateful, and appreciate the good cooperation of the 14 Single Parent/Homemaker Project Staffs, as well. Thank you for the opportunity to perform this significant program improvement effort, affecting in a major way the lives and economic well-being of an Indiana Special Population. Kindest regards.

Cordially,

Fred C. McCormick, Ph.D., President

Eileen R. McCormick, M.S.,
Corporate Officer